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ABSTRACT

By reviewing the recent studies on motivation in language learning, this paper attempts to recognize what has been done in the area of research on foreign and second language (L2) learning motivation in the late 1980s and 1990s and to discuss some problems and issues found in those studies in relation to the construct "motivation" in language learning, particularly the lack of a more comprehensive and complete theory of L2 learning motivation. New research topics are provided for further study with reference to L2 learning motivation. Some features of motivation that pose a challenge to the motivation researcher are presented. Issues to be addressed in future studies are put forward, and the use of more diverse research methodologies are suggested for a more comprehensive model of L2 learning motivation. (Contains 32 references.) (Author/SM)

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MOTIVATION IN FOREIGN/SECOND LANGUAGE LEARNING: SOME PROBLEMS AND IMPLICATIONS

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As evidenced by many researchers, motivation appears to play a very important and crucial role in language learning. By reviewing the recent studies[1] on motivation in language learning, this paper attempts to recognize what has been done in the area of foreign and second language learning motivation in the late 1980s and 1990s and to discuss some problems and issues found in those studies in relation to the construct 'motivation' in language learning, particularly the lack of a more comprehensive and complete theory of L2 learning motivation. Some interesting new research topics are provided for further study with reference to L2 learning motivation. Some features of 'motivation' that pose a challenge to the motivation researcher are presented. Issues to be addressed in the future study are put forward and the use of more diverse research methodologies are suggested for a more comprehensive model of L2 learning motivation.

INTRODUCTION

Why are some learners successful in language learning but others are not? Research shows that motivation directly influences how much students interact with target language speakers, how much input they receive in the target language, how often they use L2 (second language) learning strategies, how well they do on curriculum-related achievement tests, how high their general proficiency level becomes, and how long they persevere and maintain L2 skills after language study is over. Motivation is said to determine the extent of active

[1] Though there are many studies on language learning motivation especially in the late 1980s and throughout the 1990s, about twenty studies were chosen for discussion in the present study because those studies were considered to representative of the studies done during that period in terms of motivation in foreign and second language learning. Other important studies (from 1950s to the early 1980s) in this paper were for giving background information. Some fairly recent studies (2000s) were for providing some emerging new motivational research topics in relation to language learning.

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personal involvement in L2 learning. An understanding of the nature and role of motivation in L2 learning therefore appears crucial.

The last three decades have seen a considerable amount of research that investigates the nature and role of motivation in the L2 learning process. Gardner and Lambert (1959) were the early scholars who laid the foundation of the theory of L2 learning motivation. After Gardner and Lambert (1972) published a comprehensive summary of the results of a more than ten-year-long research program, the study of motivation in second language learning/acquisition became a serious and distinguished research topic.

In studying the relation between attitude/motivation and the achievement of an L2 learner, Gardner and Lambert identified two motivational orientations: integrative and instrumental.[2] The integrative-instrumental duality soon became widely accepted, and many subsequent studies confirmed the validity of Gardner's and his colleagues' theory (Svanes, 1987). However, Gardner's motivation construct did not go unchallenged. Some investigations did not support the model, either by failing to produce a strong integrative factor or by coming up with insignificant or contradictory results (Cooper and Fishman, 1977; Lukmani, 1972; Oller, 1981; Pierson, Fu, and Lee, 1980). In the early 1990s, a marked shift in thought appeared in papers on L2 motivation as researchers tried to reopen the research agenda in order to shed new light on the subject 'motivation.'

By reviewing recent studies on language learning motivation, the present paper attempts to recognize how thoughts shifted over the years, to find out why motivation is so important in language learning, and to bring the implications and applications from the results of the studies into English language learning and teaching. The studies about language learning motivation will be reviewed in three parts: (a) motivation construct in language learning, (b) motivation and

[2] Integrative motivation refers to the desire to learn the L2 in order to have contact, communicate, or assimilate with members of the L2 community. Instrumental motivation refers to the desire to learn the L2 in order to achieve some practical goal such as job attainment, job advancement, course credit, career success, or greater pay.

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foreign language learning, and (c) motivation and second language learning.

Analytic review of motivation studies in L2 learning

The Construct 'Motivation' in Language Learning

Presenting two problems with Gardner's integrative/instrumental conceptualization, Ely (1986) tried to discover the types of motivation present in the target population of first year students of Spanish at a northern California university and investigated the relationship between motivation type and strength. In a preliminary survey study, 184 reasons listed by the students were then sorted by the investigator. Seventeen categories were found to account for the reasons given. To measure the strength of motivation, a scale was developed from two questionnaires: pilot and final. Then the questionnaire (this included the type of motivation scale and the final version of the strength of motivation scale) was administered to the students during the eighth week of a ten-week term. Three types of motivation clusters were discovered through factor analysis and the strength of motivation was regressed on the three clusters using a forward stepwise procedure.

The findings indicate the existence of two types of motivation clusters that indeed bear a resemblance to integrative and instrumental orientations. However, the type of motivation clusters and the motivational orientation scales are clearly not isometric, since a number of items are unique to one instrument or the other. In addition, the integrative/instrumental scales do not account for the requirement motivation cluster. Two instructional implications were drawn from the results: first, instructional materials prepared for the target population should be designed to appeal to both clusters of motivation, and second, in order to promote a stronger commitment to language learning, the development of both clusters of type of motivation should be encouraged.

Au (1988) argued that a comprehensive and detailed evaluation of the

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social-psychological theory[1] of second language learning proposed by Gardner (1983) had not been forthcoming and attempted to give an evaluative account of the theory by drawing on an extensive survey of the literature. Then, the author discussed recent developments in Gardner's theory. Breaking Gardner's theory down into five propositions, the author evaluated each proposition in light of relevant studies.

Proposition 1 (the integrative motive hypothesis) was found to lack generality. Moreover, the notion that the integrative motive is a unitary concept was not supported by the empirical evidence. Proposition 2 (the cultural belief hypothesis) was very much an untested notion because little effort had been expended to define what constitutes a cultural belief. Proposition 3 (the active learner hypothesis) had one serious methodological weakness: L2 achievement had not been controlled for in the relevant study (Gliksman, Gardner, and Smythe, 1982). In proposition 4 (the causality hypothesis), results obtained using the Linear Structural Analysis (LISREL) technique were dubious because LISREL is capable of establishing a reverse temporal causal path. It is extremely doubtful that the LISREL results as obtained by Gardner and his associates demonstrated empirical causal relationships. Other relevant results suggested a causal relation opposite to that predicted by the causality hypothesis. Finally, proposition 5 (the two-process hypothesis), showed conflicting evidence to exist because linguistic-aptitude measures sometimes relate to integrative motive measures but do not in other studies.

Crookes and Schmidt (1991) argued that work to date on the topic of motivation in second language learning had been limited in two senses: it had been almost exclusively social-psychological in approach, and it has failed to distinguish between the concepts of motivation and attitude, especially attitude toward the target language culture. They claimed that this social-psychological

[1] Gardner's theoretical model can be broken into five major propositions. (a) integrative motive is positively related to L2 achievement, (b) cultural beliefs within a particular milieu could influence the development of the integrative motive and the extent to which the integrative motive relates to L2 achievement, (c) integratively motivated L2 learners achieve high L2 proficiency because they are active learners, (d) integrative motive causally affects L2 achievement, and (e) linguistic aptitude and integrative motive constitute two independent factors affecting L2 achievement.

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approach had been so dominant that alternative concepts have not been seriously considered.

The failure to distinguish between social attitude and motivation has made it difficult (a) to see the connection between motivation as defined in previous second language studies and motivation as discussed in other fields, (b) to make direct links from motivation to psychological mechanisms of second language learning, and (c) to see clear implications for language pedagogy from such previous second language research. The authors presented a research agenda meant to stimulate a cautious, thorough approach to this topic through the use of a wide variety of methodologies.

Arguing from a conceptual point of view that much of the work on motivation in second language learning has not dealt with motivation at all, Crookes and Schmidt (1991) adopted a definition of motivation in terms of choice, engagement, and persistence, as determined by interest, relevance, expectancy, and outcomes. They suggested that such a definition will allow the concept of motivation to continue to be linked with attitudes as a distal factor, while at the same time providing a more satisfactory connection to language learning processes and language pedagogy. They also suggested that a theory of the role of motivation in second language learning ought to be general and not restricted to particular contexts or groups.

The purpose of Dornyei's (1994) study was to help foster further understanding of L2 motivation from an educational perspective. In this paper, a number of relevant motivational components (many of them largely unexploited in L2 research) were described and integrated into a multilevel second language motivation construct. The author attempted to integrate the social-psychological constructs postulated by Gardner and his associates into the proposed new framework of L2 motivation. Based on the research literature and the results of Clement, Dornyei, and Noels's (1994) classroom study, the author conceptualized a general framework of L2 motivation. This framework consists

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of three levels: the language level, the learner level, and the learning situation level.

The first (language) level focuses on orientations and motives related to various aspects of the second language. This dimension was described by two broad motivational subsystems: integrative and instrumental motivational subsystems. The second (learner) level involves a mixture of affects and cognitions that form fairly stable personality traits. Two motivational components underlying the motivational processes at this level were identified: need for achievement and self-confidence (which encompasses various aspects of language anxiety, perceived L2 competence, attributions about past experiences, and self-efficacy). The third (learning situation) level is made up of intrinsic and extrinsic motives and motivational conditions concerning three areas (course-specific, teacher-specific, group-specific motivational components).

Oxford and Shearin (1994) offered the beginnings of an expanded theory of second language learning motivation by suggesting several ways by which the notion of L2 learning motivation might be extended. They offered motivational material that was well known in the fields of general, industrial, educational, and cognitive developmental psychology but that had not yet been directly applied to the L2 field. They tried to integrate this new material into the current theory base of L2 learning motivation. After presenting four current conditions clouding our comprehension of L2 learning motivation, they explored other motivation and development theories and implications for L2 learning motivation.

The four conditions were the following: (a) absence of a consensus on a definition of L2 learning motivation, (b) confusion surrounding motivation in second vs. foreign language situations, (c) L2 research's omission of some key motivational and developmental theories taken from many areas of psychology, and (d) teachers' lack of knowledge about their students' real reasons for learning a language. This study also explored several additional theories that might be helpful in expanding the existing concept of L2 learning motivation.

From general psychology, they discussed four classes of motivation

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theories: need theories, instrumentality theories, equity theories, and reinforcement theories. They also saw how industrial psychologists have integrated some of these theories with social cognition concepts to produce an enlarged motivation theory and considered how educational psychologists have applied some of these ideas to classroom learning. And finally, they investigated the cognitive developmental theories of Piaget and Vygotsky as possible sources of explanation for L2 learning motivation.

By investigating the relation of a number of new measures of motivation such as persistence, attention, goal specificity, and causal attributions to each other, to existing measures of attitudes and motivation, and to indices of achievement in French courses, Tremblay and Gardner (1995) addressed the issue that research concerned with motivation in second language acquisition would benefit from a consideration of motivational constructs from other research areas.

The hypotheses for this study were derived in the context of a structural equation modeling analysis: (a) motivational behavior will have a direct influence on achievement, (b) French language dominance will also have a direct influence on achievement, (c) goal salience, valence, and self-efficacy will directly influence the level of motivational behavior, (d) adaptive attributions have a direct influence on self-efficacy, (e) language attitudes have direct influences on goal salience, valence, and self-efficacy, and (f) French language dominance has a direct influence on adaptive attributions. The subjects consisted of 75 students enrolled in French language courses in a Northern Ontario francophone secondary school.

Support was found for a LISREL (linear structural equation model) linking different aspects of motivation with language attitudes, French language dominance, and French achievement. The model proposed in this study suggested three variables that mediated the relationship between language attitudes and motivational behavior. Those mediators were 'goal salience,'

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'valence,' and 'self-efficacy.' The model also specified that achievement was directly influenced by French language dominance and motivational behavior. Even after French language dominance has been accounted for, however, motivational behavior was still a significant determinant of achievement.

Motivation and Foreign Language Learning

Ramage (1990) investigated the predictability of motivational and attitudinal factors in the continuation of foreign language study beyond the second year among students in two different geographical areas in the U.S. High school students in three classes each of second-year French and Spanish participated in the study. Reasoning that identifying students' motivations for foreign language study is a prerequisite to developing interventions that promote interest and continuation in foreign language study, the author did this study to distinguish motivations of students who chose to continue foreign language study beyond the required two-year period from those who did not.

The subjects for the final study were 138 students of level 2 French and Spanish from three different U.S. high schools (two were in northern California, one in Arkansas). A questionnaire concerning various aspects of students' motivations and attitudes was developed for use in this study. An open-ended approach was used to identify students' motivations for taking a foreign language.

The results of this study indicated that motivational and attitudinal factors successfully discriminated between continuing and discontinuing students. Interest in culture and in learning the language thoroughly – including reading, writing, and speaking it – distinguished continuing students from discontinuing students. Interest in fulfilling a college entrance requirement primarily characterized the discontinuing students. Students' grade level when they took the second level of a foreign language and their grade in the foreign language course were also found to be discriminating variables. This implies that the two-year college requirement be changed to a proficiency requirement. Proficiency

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should be evaluated in terms of communicative, speaking, and writing ability rather than in terms of mastering grammatical structures.

Assuming that the results obtained from second language acquisition contexts are not directly applicable to foreign language learning situations, Dornyei (1990) investigated the components of motivation in foreign language learning. Subjects in this study were 134 young adult learners of English (82 females and 52 males) who were enrolled in the Hungarian branch of the British "International House" organization language school. Sixty-eight of them were beginners with less than a year of instruction; sixty-six were intermediate learners in their fourth or fifth terms of learning. A motivational questionnaire developed for this study was composed of two sections. In the first section, fifteen language use areas were listed and students were asked to indicate on a six-point scale the importance to themselves of each field. The second section contained a mixture of different kinds of characteristic statements concerning intentions, beliefs, values, interests, and attitudes presented in a six-point Likert-scale format.

The results of this study showed that instrumental motives significantly contributed to motivation in foreign language learning contexts. Affective factors that traditionally have been part of 'integrative motivation' were found to contribute to motivation as well. In addition to those two subsystems, need for achievement and attributions about past failures were also shown to contribute considerably to motivation in foreign language learning.

General implications for further research were presented. First, instrumentality and integrativeness are broad tendencies rather than straightforward universals. Next, foreign language learning motivation involves the two further components of 'need for achievement' and 'attributions about past failures' (generally ignored in second language acquisition research). Finally, the nature of foreign language learning motivation varies as a function of the level of the target language to be mastered; therefore, an adequate motivation construct

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should incorporate a time factor as well.

Oxford, Park-Oh, Ito, and Sumrall (1993) examined 107 high school students who were learning Japanese through the medium of satellite television. This study focused on the factors that influence student achievement in Japanese in the satellite setting, looking at the following variables as possible influences on language achievement: motivation, language learning styles and learning strategies, gender, course level, and previous foreign language learning experience. Specific research questions related to motivation in this study were: (a) what major types of language learning motivation exist among students in the JSP (Japanese Satellite Program), (b) how do a host of variables (gender, course level, etc.) affect language learning motivation of JSP students, and (c) how do all these variables affect Japanese language achievement scores of JSP students?

Results showed that many student features played a role in language achievement. In the satellite instruction context, these characteristics – especially motivation, sensory styles, gender, and learning strategy use – made a great difference. Motivation was the most important predictor of success in this study. Based on these results, it was implied that teachers boost language learning motivation by providing relevant, interesting, useful activities that the students see as leading toward their own personal learning goals such as jobs, travel, and friendships. Language learning motivation was also increased by positive feedback, diplomatic correction of errors, and a relaxed classroom climate.

Clement et al. (1994) inquired as to whether the orientation pattern obtained by Dornyei's 1990 study – particularly the prominence of the instrumental orientation – was a function of this specific sample or of the more general foreign language learning environment. In other words, this study was seeking to reiterate the pertinence of a social-psychological perspective to L2 learning to the isolated context of the foreign language classroom in a unicultural context (e.g., Hungary). The participants were 301 (117 males and 182 females)

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secondary school pupils in 21 groups who were registered in 11 different schools in various parts of Budapest. The materials consisted of a questionnaire addressed to the students and a questionnaire addressed to the teachers. The scales used in both questionnaires included some items adapted from scales used in previous studies (Clement, 1986; Dornyei, 1990) and some items developed specifically for this study.

Factor analysis of the attitude, anxiety, and motivation scales confirmed the existence of attitude-based (integrative motive) and self-confidence motivational subprocesses and revealed the presence of relatively independent classroom-based subprocesses characterized by classroom cohesion and evaluation. Correlational analyses of these clusters further revealed that, while all subprocesses were associated with achievement, self-confidence and anxiety showed no relationship to the classroom atmosphere. These results gave empirical grounding to a recent development in L2 methodology whereby group dynamic activities are incorporated into the L2 syllabus in order to foster various aspects of group development and enhance group cohesion with the aim of creating an environment more conducive to learning.

Dodick (1996) attempted to determine why native-born American students in the class are less motivated and less successful at learning French than non-native born students or immigrant students. This study took place over a period of nine weeks at a high school in Rochester, New York. The process consisted of observing and recording the teaching of three different Grade 9 level one French classes. Notes about students and documents were taken and interviews with students and teachers were conducted.

This study found that the motivation of the native born students observed was low in relation to the non-native born students for many reasons. The teachers interviewed believed that their school standards were too lenient compared with European public high schools. According to them, European high school students prepared at age 16 for either an academic or a vocational

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career, examinations and units tests were far more rigorous, and the school itself was seen more as a serious institution and less as a place to socialize. Also, the New York state foreign language requirement was regarded negatively by students, teachers, and parents, resulting in some students doing 'seat time,'[4] which was felt to be unproductive. Furthermore, the teachers believed that many of their students were too dependent as learners. The teachers also believed that the school administration regarded their subject as not truly academic. Finally, the students and teachers interviewed believed that native-born American students lacked an awareness of other cultures because the media was not truly exposing people to events in other countries. For the benefit of other teachers, Dodick (1996) outlined strategies, advocating a move away from traditional foreign language instruction towards a more culturally-oriented curriculum for dealing with unmotivated students.

Wen (1997) investigated the motivational factors associated with the learning of Chinese by students who were from Asian and Asian-American backgrounds. Thus, this study focused on exploring the reasons why some students persisted in Chinese language study while others did not as well as possible interactions between learning a 'truly foreign' language and motivation. 122 students from six Chinese classes at two U.S. universities participated in this study. A two-part questionnaire was administered during regular class sessions: one to gather information about their motivation and the other to gather information about their expectations of learning outcomes. Factor analysis was conducted to identify the motivation variables. Those factors were then examined through regression procedures. The scores for each item were computed by using the formula[5] of the motivation and expectancy model and were compared by using a t-test.

The results of this study indicated that intrinsic interest in Chinese culture

[4] The author used the term 'seat time' in the sense that a student was taking an L2 class only to fulfill a requirement, thereby indicating no interest in learning the language per se, but only to get through the course.

[5] The formula for the expectancy theory is: f = motive × ability where motive = valence × expected outcome, and ability = expected learning ability. To apply expectancy models to language learning, it is assumed that valence of learning outcomes, expectancies of learning ability, and probability of obtaining the outcomes greatly influence the motivation of

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and the desire to understand one's own cultural heritage were the initial motivations for students to start learning the Chinese language. Expectations of learning task and effort help students to continue their Chinese at the intermediate level. In addition, motivational factors correlated significantly with desired learning outcomes from expectancy theory. Based upon the findings, two implications were presented. The first was that in order to maximize student learning, the language requirement should be changed to one that measures how much students can use language to communicate. The second stated that it is important for teachers to help students develop their goals, a realistic expectation of the learning process, and a strong sense of self-efficacy.

Motivation and Second Language Learning

Gardner & Lysynchuk (1990) were concerned with the nature of the loss of French language skills of 128 Grade 9 high school students after a 9-month absence of instruction in French as a second language and the extent to which any such loss was related to attitudes, motivation, anxiety, language aptitude, and/or opportunities to use the language during the incubation period (i.e., period where the language is not being studied). Three research questions were addressed: the first one dealt with the nature of any changes in language proficiency that took place over the incubation period, the second one dealt with correlates of language loss during the incubation period and considered methodological issues relevant to such an analysis, and the third one focused on the applicability of a causal model of language acquisition to an extended situation. Subjects for this investigation were enrolled in French as a second language in the regular school program and participated in three testing sessions (September 1986, December 1986, September 1987). Measures of attitudes, motivation, language anxiety, and language aptitude were used for the analysis.

Results showed that students perceived significant losses in speaking, reading, writing, and understanding French 9 months after training ended.

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students.

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Written production skills were also found to decline significantly over the 9-month period, though recognition skills did not. Students' attitudes toward the second-language community and toward the learning situation also declined significantly, while their anxiety about using French increased. Few of the correlations of aptitude, attitude, motivation, or language anxiety with proficiency change scores were significant, although the correlations were substantial and stable from pretest to posttest.

Gardner and MacIntyre had two main purposes for their 1991 study, the major purpose being to investigate the effects of integrative and instrumental motivation on the learning of French/English vocabulary, and the secondary one being to assess the consequences of computer administration of the Attitude/Motivation Test Battery (AMTB). Ninety-two introductory psychology students participated in this two-part study in order to fulfill a course requirement. None of the subjects had studied French since their senior year of high school. In the first part, the subjects responded to items assessing eight different attitudinal/motivational characteristics. In the second part, subjects were given six trials to learn 26 English/French word pairs using the anticipation method. Testing was done by computer.

The major results of this study concerned the effects of situation-based motivation (instrumental motivation) and individual-based motivation (integrative motivation) on the learning of L2 material. Three dependent measures were: (a) achievement on each trial, (b) the mean time spent studying the pairs in each trial, (c) the mean time spent viewing the English words, before subjects attempted to type them in their French equivalent. The results demonstrated that both integrative and instrumental motivation facilitated learning. Both integratively and instrumentally motivated students spent more time thinking about the correct answer than those not so motivated, suggesting that both elements had an energizing effect. Computer administration appeared not to detract from the internal consistency reliability of the subscales used.

Gardner, Day, and MacIntyre (1992) examined the effects of both

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integrative motivation and anxiety on computerized vocabulary acquisition using a laboratory analog procedure as a microcosm of second language learning. By videotaping the subjects while learning, the authors attempted to induce anxiety in one group of subjects. Forty-nine introductory psychology students participated in this experiment to meet course requirements. For the first part, subjects answered 88 randomly presented Likert items to assess their levels of integrative motivation, anxiety. In the second part, subjects had six trials to learn 26 rare English/French word pairs presented on a microcomputer. The computer recorded the amount of time each subject spent viewing each English stimulus word, their French response, and the amount of time they spent studying the English/French pair.

Subjects higher in integrative motivation showed superior vocabulary acquisition and tended to initiate a translation more quickly than did those lower in integrative motivation. The anxiety manipulation did not appear to influence behavior during the learning trials. A second set of analyses revealed that subjects with more positive attitudes tended to respond more quickly and consistently to the attitude items. The authors presented two important implications for individuals interested in L2 acquisition based on the results. The first one was that the laboratory analog procedure could be used profitably to investigate the language learning process. The second one had to do with the relation among attitudes, motivation, anxiety, and second language learning that emerged. It was found that anxiety and motivation are opposite ends of the same dimension, there being motivated, confident students and anxious, unmotivated students.

DISCUSSION

Theoretical Framework on 'Motivation' Construct

Grounding motivation research in a social-psychological framework, Gardner's work powerfully brought motivational issues to the attention of the L2 field. Since the time when Gardner and Lambert identified two motivational

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orientations (integrative and instrumental), much research on L2 learning motivation has focused on integrative and instrumental motivation.

However, Crookes and Schmidt (1991) argued that L2 learning motivation studies had some limitations in that those motivational studies had been almost exclusively social-psychological in approach and had failed to distinguish between the concepts of attitude toward the target language culture and motivation. Oxford & Shearin (1994) proposed to think about other possible kinds of L2 learning motivation and their differential importance.

Three articles (Crookes and Schmidt, 1991; Dornyei, 1994; Oxford and Shearin, 1994) that expanded the base of knowledge about the motivation to learn another language have agreement on two points: (a) all three take, as a starting point, the view that research conducted by Gardner and his associates has overwhelmed and somehow limited thinking in this area, and (b) all three articles discuss motivational concepts drawn from other research areas and argue that a greater understanding of the motivation to learn a second language will result by considering them.

Tremblay and Gardner (1995), reacting to the above three studies, investigated the relation of many new motivation measures such as persistence, attention, goal specificity, and causal attributions to each other, to existing measures of attitude and motivation, and to indices of achievement. They concluded that the new motivational measures have added to our understanding of motivation in language learning.

Components of Motivation

In terms of the components of L2 learning motivation, there are many differences among researchers. Clement et al. (1994) presented three components of foreign language classroom motivation: the integrative motive, self-confidence, and the classroom environment. Ely (1986) identified three types of motivation clusters – 'A,' 'B,' and 'C' – in the study through the

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descriptive analysis. A and B correspond to integrative and instrumental motivation orientation, respectively, and C is 'requirement motivation.' The findings indicated the existence of two types of motivation clusters that indeed bear a resemblance to integrative and instrumental orientations.

In Dornyei (1990), four components of motivation were found to contribute to motivation in foreign language learning: an instrumental motivational subsystem, an integrative motivation subsystem, a need for achievement, and attributes of past failures. Dornyei (1994) later proposed three levels as components of foreign language learning motivation: the language level, the learner level, and the learning situation level. The learning situation level itself has three subcomponents: course-specific, teacher-specific, and group-specific motivational components.

The different presentations of the components of motivation among the researchers are, in part, attributable to the different languages being learned, the different contexts, and the different subjects. It is very important that we consider the situational characteristics (particularly the differences between foreign and second language settings) because students may have different reasons for learning another language depending on the different learning situations (i.e., whether they are in an EFL or ESL learning context).

Relationship between Motivation and Language Achievement

Regardless of the types of motivation, motivation facilitates learning (Gardner and MacIntyre, 1991; Gardner et al., 1992). In Wen (1997), motivational factors correlated significantly with desired learning outcomes. Oxford et al. (1993) showed that motivation was the best predictor of Japanese language achievement. Motivational factors were successfully discriminated between continuing and discontinuing students (Ramage, 1990). In the light of the results of the studies above, it is difficult to deny that motivation is a very important factor in language learning achievement.

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PROBLEMS (OPEN ISSUES) AND SUGGESTIONS

First, there exists a lively debate over the use of self-reports in research on affective states in language learning. Much research on motivation has exclusively relied upon self-report questionnaires and correlational studies. We have to develop a research program that uses survey instruments along with observational measures, ethnographic work together with action research and introspective measures as well as true experimental studies. Second, there is no agreement on the types of motivation (that is, absence of a consensus on the definition of L2 learning motivation). Many motivational components have been verified by very little or no empirical research in the L2 field.

Third, is it possible to distinguish between integrative and instrumental motivation and does the integrative/instrumental conceptualization capture the full spectrum of student motivation? A particular reason for language study has traditionally been either integrative or instrumental. However, there are many reasons that do not neatly fit the instrumental and integrative split: for example, personal motivation, achievement motivation, assimilative motivation, and so on. Fourth, does motivation cause successful language learning or vice versa? Causal relationships between motivation and language success need to be tested in a variety of contexts and among different groups and different languages.

Fifth, how can learners be motivated? In Dornyei (1994), a list of strategies to motivate language learners is presented, drawing partly on the author's own personal experience and partly on findings in educational psychology research. However, the usefulness of these strategies should be based on empirical studies and results. Sixth, how does L2 learning motivation work in second vs. foreign language environments? The question of whether motivations differ between learners of second and foreign languages has been repeatedly raised in recent years and is very important to address.

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EMERGING NEW MOTIVATIONAL THEMES

There are many interesting new research topics that have received attention during the past few years. Little research has been done in the past to explore the relationship between the teacher's own level of motivation and the students' learning commitment. Recently, however, researchers in the L2 field such as Pennington (1995) and Doyle and Kim (1999) have been tackling this and similar relationships in an attempt to provide a firm foundation for future research.

The relationship between learning strategy use and student motivation has been an issue of interest in educational psychology for over a decade. In the L2 field, Schmidt, MacIntyre and their colleagues initiated the systematic study of the interrelationship between motivation and learning strategy use in the mid-1990s (MacIntyre and Noels, 1996; Schmidt, Boraie, and Kassabgy, 1996). Building on these results, Schmidt and Watanabe (2001) have recently further investigated the topic by obtaining data from college students.

Motivation research typically conceptualizes a 'motive' as a kind of 'inducement,' that is, as a positive force whose strength, says Dornyei, ranges on a continuum from zero to strong. However, very little is usually said about influences that have a detrimental rather than a positive effect on motivation, that is, which 'de-energizes' rather than boosts a person's motivation. Reviewing the few relevant L2 studies available, demotivation is a salient phenomenon in L2 learning (Dornyei, 2001).

From a practicing teacher's point of view, the most pressing question related to motivation is not what motivation is but rather how it can be increased. Very little work has been done in the L2 field to devise and test motivational strategies systematically. The only published empirical study on motivational strategies in the L2 field is a teacher survey that Dorneyi and Csizer (1998) conducted for 200 teachers to rate the importance of a set of 51 strategies and to estimate how often they used the strategies in their own practice. Ten strategies

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that teachers considered most important from a motivational point of view were as follows: (a) set a personal example with your own behavior, (b) create a pleasant, relaxed atmosphere in the classroom, (c) present the tasks properly, (d) develop a good relationship with the learners, (e) increase the learners' linguistic self-confidence, (f) make the language classes interesting, (g) promote learner autonomy, (h) personalize the learning process, (i) increase the learners' goal-orientedness, and (j) familiarize learners with the target language culture.

SOME IMPLICATIONS FOR FURTHER STUDY

As pointed out in Gardner and Tremblay (1994), though disagreement arises when trying to capture the essence of the motivation construct, there seems to be a general agreement among motivation researchers (Crookes and Schmidt, 1991; Dornyei, 1994; Oxford and Shearin, 1994) that motivation plays a major role in second language learning. Researchers disagree strongly on virtually everything concerning the concept 'motivation,' and there are also some serious doubts as to whether 'motivation' is nothing more than an obsolete umbrella term used for a wide range of variables that have little to do with each other. Perhaps the only thing about motivation most researchers would agree on is that it concerns the direction and magnitude of human behavior. That is, motivation is responsible for (a) why people decide to do something, (b) how long they are willing to sustain the activity, and (c) how hard they are going to pursue it.

Some features of 'motivation' that pose a challenge to researchers are the following. First, motivation is abstract and not directly observable. Motivation is an abstract term that refers to various mental processes and states. It is therefore not subject to direct observation but must be inferred from some indirect indicator, such as the individual's self-report accounts, overt behaviors, or physiological responses. This means that there are no objective measures of motivation. All the motivation indices used in research studies are inherently subjective, and one of the most difficult tasks of the motivation research is to keep this level of subjectivity to a minimum.

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Second, motivation is a multi-faceted concept that cannot be represented by means of simple measures like the results of a few questionnaire items. Researchers need to bear this in mind when conceptualizing and assessing motivation variables, and they should also be aware of the fact that the specific motivation measure or concept they are focusing on is likely to represent only a segment of a more intricate psychological construct.

Third, motivation is inconstant. Motivation is not stable but changes dynamically over time. It is therefore questionable how accurately a one-time examination (e.g. the administration of a questionnaire at a single point in time) can represent the motivational basis of a prolonged behavioral sequence such as L2 learning. Even though the unobservable, multifaceted, and dynamically changing nature of motivation makes its study admittedly complicated, there are a variety of research methodological tools at our disposal to help us with our enquiries and to avoid pitfalls.

Traditionally, L2 motivation research has extensively used various rating scales developed for the measurement of attitudes. Data obtained by such scales have been typically processed by means of inferential statistical procedures such as correlation or factor analysis. As a first step toward future motivation research, qualitative approaches have to complement traditional quantitative research methodologies. Interpretive techniques such as in-depth interviews or case studies are in many ways better suited to explore the internal dynamics of the intricate and multilevel construct of student motivation than quantitative methods. And the richness of qualitative data may also provide new slants on old questions. Therefore, in order to better understand the complex mental processes involved in second language acquisition, a combining of qualitative and quantitative approaches should be considered.

For a more comprehensive theory of L2 motivation, the following issues should be addressed: (a) *consciousness vs. unconsciousness* (distinguishing conscious vs. unconscious influences on human language learning behavior), (b)

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cognition vs. affect (explaining in a unified framework both the cognitive and the affective/emotional influences on human language learning behavior), (c) *reduction vs. comprehensiveness* (mapping the vast array of potential influences on human language learning behavior onto smaller, theoretically driven constructs), (d) *parallel multiplicity* (accounting for the interplay of multiple parallel influences on human language learning behavior), (e) *context* (explaining the interrelationship of the individual organism, the individual's immediate environment and the broader socio-cultural context), and (f) *time* (accounting for the diachronic nature of motivation – that is, conceptualizing a motivation construct with a prominent temporal axis).

CONCLUSION

Second language learning is a complex process in which motivation appears to play a major role. A fully articulated model of L2 learning motivation still has not been presented because such a model would demand further debate and development among many experts and scholars.

As mentioned before, Crookes & Schmidt (1991), Dornyei (1994), and Oxford & Shearin (1994) suggest that research concerned with motivation in second language acquisition would benefit from a consideration of motivational constructs from other research areas. They also discuss a number of motivational theories and concepts from the psychological literature and started an expanded model that enhances and enlarges the current L2 learning motivation theory in fairly useful ways.

However, none of them present empirical evidence that supports the validity of those concepts as important components of L2 learning. Therefore, a more comprehensive and complete theory of L2 learning motivation should be based on and supported by systematic empirical studies as well as theoretical development. And situational characteristics – the foreign language learning vs. second language learning setting – should also be considered because components of motivation and the use of language learning strategies can be

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different depending on different learning situation. For the benefit of L2 learners, the development of a complete model through wide-ranging discussion, debate, and modification should be considered a very important and urgent work.

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